

**NAVAL RESERVE OFFICERS TRAINING CORPS  
LEADERSHIP AND ETHICS**

**LESSON GUIDE: 15**

**HOURS: 3.0**

(Lesson 1.5 hrs and Role Play/Case Study 1.5 hrs)

**TITLE: THE MORAL LEADER/STOICISM**

I. Learning Objectives

A. Reading Objectives:

1. The student will know the main points of Epictetus' outline of Stoicism and the key Stoic virtues.
2. The student will comprehend the role of Epictetus' work as a guide to the ethics and behavior of a military officer.
3. The student will comprehend the importance of maintaining ethical conduct in the face of adversity (combat/POW experiences), as well as during routine peacetime operations.

B. Discussion Objectives:

1. The student will be able to discuss how Epictetus' work helps relate theories and philosophies of moral and ethical conduct to actual situations that might be encountered by a military leader.
2. The student will apply Epictetus' tenets of Stoicism to the idea of moral leadership (inner serenity, will, external world, desires, actuality, humility, etc.) and to moral, ethical, and social issues through development of well-reasoned argument and the ability to state defensible positions.
3. The student will be able to discuss the application of "self-mastery" to the duties and obligations of a moral military leader.
4. The student will be able to discuss the characteristics of leadership and self-mastery as Stockdale saw them during his time as a POW.

II. References and Texts

A. Instructor References:

1. Ethics and the Military Profession, Chapter 6
2. Teaching Tips, 11<sup>th</sup> ed., Chapter 16
3. "Philosopher POWs" Role Play (attached)
4. USNA Blackboard at <http://www.blackboard.usna.edu/>

B. Student Text: Ethics and the Military Profession, Chapter 6

C. Instructional Aids

1. VCR/Monitor or projection system
2. PowerPoint slides and projection system
3. Video (optional): VADM James Stockdale (USNA video clip)

III. Instructor Notes

A. This is the final lesson for the academic portion of the course. It is imperative the instructor find good contemporary material to wrap up this portion of the course. The initial part of this lesson should be group discussion-oriented. The concepts to be presented later will be explored through the case study.

1. The instructor is encouraged to find a contemporary incident in which military members have been placed in harms way to execute a mission. Anything ranging from naval battles in WW-II to Marines going ashore in Afghanistan can be used. The instructor should select something recent if possible, so the students will relate to it more easily. Provide background material to the students, so they can see the importance of a solid ethical foundation when they must risk life and limb for a mission. Instructors may choose to use the "Philosopher POWs" role play to begin this lesson.
2. Divide the class into groups based on the major concepts students have learned in this course, including but not limited to: